

Camelford Primary School Skills Progression

Music Pathway

Subject Leads: A. Howard

The Music pathway shows clearly what the pupils will be learning as they progress on their journey at Camelford Primary School.

At Camelford Primary School we work on a 2-year rolling programme – Year A starting Sept 2020.

The table below includes the subject coverage which details when in the year the specific topics/areas are taught. These areas have been identified by the school team from the National Curriculum and beyond – ensuring they are relevant for the pupils at Camelford Primary School.

	Autumn	Christmas	Spring		Summer	
	Autumn (10 weeks) Rebellion and Invasion: <i>Humanities focus</i>	Christmas (3wks) <i>Performance focus</i>	Spring 1 (5 wks) Civilization/British Values <i>Humanities focus</i>	Spring 2 (5 wks) Environmental Warrior <i>Science/school ethos focus</i>	Summer 1 (5 wks) Our community/Our World <i>Humanities focus</i>	Summer 2 (5 wks) Evolution of Man <i>Science focus</i>
Nursery	N1: I can join in singing favourite songs. Nursery Rhymes and songs linked to routines. <i>(Links to R1)</i>	N2: I can join in with dancing and ring games. Dancing and ring games. <i>(Links to R4)</i> N3: I am showing an interest in the way musical instruments sound. Creating musical instruments from natural and found objects. <i>(Links to R5)</i>	N4: I can tap out a simple repeated rhythm. Music sessions with the claves. <i>(Links to R4)</i>	N5: I am beginning to move rhythmically and imitate movement to music. Go Noodle. <i>(Links to R4)</i>	N6: I can create movement in response to music. Move to music in the style of a mini beast. <i>(Links to R4)</i>	N7: I can explore and learn how songs can be changed. Explore and play instruments to represent the sounds of the sea. <i>(Links to R7)</i>
Reception	R1: I can sing some familiar songs. Lining up, Circle and Learning songs. Sticky kids Cosmic yoga <i>(Link to Y1A Playing and Performing)</i>	R2: I can take the lead in familiar songs. Focus child take the lead in Lining up, Circle and Learning songs. Sticky kids Cosmic yoga <i>(Link to Y1A Playing and Performing)</i> R3: I can pitch match. Christmas play songs. Sticky kids Cosmic yoga <i>(Link to Y1A Playing and Performing)</i>	R4: I can move appropriately to the sounds of the instruments. Che, Che, Koolay song with drums and movement. Sticky kids Cosmic yoga <i>(Link to Y1A Playing and Performing)</i>	R5: I can create and perform a whole class song and dance combining singing, instruments and movement, Responding to changes in the music. Sticky kids Cosmic yoga 'Sing Hosanna Jumping Up and Down'. Perform as an Easter celebration. <i>(Links to Y1A Creating and Composing)</i>	R6: I can add sound effects to stories. Compose a musical score linked to the story of 'The Hungry Caterpillar'. Sticky kids Cosmic yoga <i>(Links to Y1A Creating and Composing)</i>	R7: I can develop ideas by selecting and using materials and working on processes that interest me. In groups create a soundscape with a score linked to the Cornish seaside or to mining underground. Perform, review and evaluate. Sticky kids Cosmic yoga <i>(Links to Y1A Creating and Composing)</i>
Years 1/2 A	Pirates – 'Land A'hoy!' PLAYING AND PERFORMING Song: 'The Pirate Ship is Coming'	CHRISTMAS PLAYING AND PERFORMING For each phase, this 3 week topic, will focus on rehearsing the songs for the Christmas play or performance.	Transport – 'Away we go, follow me!' CREATING AND COMPOSING Music to a story: 'Journey'/'Quest'	'Reduce, Reuse, Recycle' CREATING AND COMPOSING Song: 'Recycle It!'	'On our doorstep' LISTENING AND APPLYING Vivaldi's Four Seasons *The Orchestra	'All Creatures Great and Small'
Years 1/2 B	'London's Burning' PLAYING AND PERFORMING Song: 'Poor Old London Town'	Focus will be on the quality of singing and performing to an audience. Y1/2 – using their voices in different ways and thinking about others when performing.	'Barnaby Bear's Adventures' CREATING AND COMPOSING Songs: National Anthems of UK 4 countries	'Home Sweet Habitat' CREATING AND COMPOSING Music to a story: 'The Happiness Tree'	'Cornwall My Home' LISTENING AND APPLYING Vivaldi's Four Seasons *The Orchestra	'Incredible Me'
Years 3/4 A	'Rollin' Stone Age' PLAYING AND PERFORMING Song: 'Living in the Stone Age'		'It's all Greek to Me' CREATING AND COMPOSING	'Planet Full of Plastic' <i>Songs to support topic: 'Plastic Soup' and 'Do anything but throw it away'.</i>	'Mermaids and Mysteries' <i>Songs to support topic: 'The Mermaid'</i>	'A Body Full of Bones' LISTENING AND APPLYING

Created Feb 2020. Implemented from Sept 2020.

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		Y3/4 – singing in unison, showing an awareness of pitch and increasing expression.	Song: ‘Living it up in Greece’			Renaissance Music (Tallis/Bull) Song: ‘Dem Bones’
Years 3/4 B	‘Ruthless Romans’ PLAYING AND PERFORMING Song: ‘Just like a Roman’	Y5/6 - singing in unison with clear diction, controlled pitch and sense of phrase. Also solo singing and singing in different parts.	‘Mayan Mystery’ CREATING AND COMPOSING Song: ‘The Maya’	‘The Big Blue Planet’ <i>Songs to support topic: ‘What’s it worth, Planet Earth’</i>	‘Brilliant Britain’ LISTENING AND APPLYING Baroque Music (Vivaldi, Bach, Handel)	‘Food Glorious Food’ <i>Songs to support topic: ‘Food, Glorious, Food’ – Oliver Musical</i>
Years 5/6 A	‘Rade and Invade’ PLAYING AND PERFORMING Song: ‘Viking Rock’		‘Extraordinary Egyptians’ CREATING AND COMPOSING Using music technology (Garage Band/Ableton) Song: ‘Tutankhamun’	‘Act Locally, Think Globally’ <i>Songs to support topic: ‘This is our World’</i>	‘Backpackers’ LISTENING AND APPLYING Classical (Hayden, Mozart, Beethoven) and Romantic Music (Brahms, Chopin and Tchaikovsky)	‘This is my life’ *Preparations for end of year production
Years 5/6 B	‘Put that light out!’ PLAYING AND PERFORMING Songs: War time songs and/or ‘Refuge’		‘Ice Worlds’ <i>Songs to support topic: Shackleton – collection of songs/poems – ‘Ross-sea-suites’</i>	‘One Planet, One Chance’ CREATING AND COMPOSING Using music technology (Garage Band/Ableton) Song: ‘This is our World’	‘Extreme World’ LISTENING AND APPLYING Modern (Bernstein) and Contemporary (range/own choice)	‘Staying Alive’ *Preparations for end of year production

The following documents detail the National Curriculum statements and the progression of skills within each of the given topic areas. Each progression of skills document shows expectations for ‘Working Towards’, ‘Working At’ and ‘Working Beyond’ the expected for that subject area.

How should this be used to help plan learning opportunities?

Teachers and subject leads must ensure that they use the progression statement to guide their planning, teaching and assessment. The 3 levels of attainment should be used to pitch the lesson and success criteria accurately; challenging pupils where appropriate with ‘Working Beyond’ and supporting others with ‘Working Towards’ criteria. However, due to our mixed age classes at Camelford, teachers must use their professional judgement by using the Working Towards and Working Beyond criteria when planning and setting learning opportunities.

How can this be used by subject leads and SLT?

Subject leads and SLT should use the progression of skills and subject coverage documents to ensure the correct coverage is happening across the school, at the right times, that the areas being taught are relevant (as per the pathway) and that lessons are pitched to the right level ensuring maximum challenge. The journey of a child throughout the school (starting from Year 1 rotation A) should be carefully monitored to ensure their learning is progressive and varied.

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National Curriculum Music Statement 2014

Purpose of Study (p196)

Music is a universal language that embodies one of the **highest forms of creativity**. A high quality music education should **engage and inspire** pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims (p196)

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Assessment (p196)

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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National Curriculum 2014 Key Stage 1 Music	
National Curriculum 2014 (p197)	
Key Stage 1	
Statutory Learning Intentions - pupils should be taught to:	CPS chosen areas of study:
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. - Listen with concentration and understanding to a range of high-quality live and recorded music. - Experiment with, create, select and combine sounds using the inter-related dimensions* of music. *The Interrelated Dimensions of Music - Pulse – the regular heartbeat of the music; its steady beat. - Rhythm – long and short sounds or patterns that happen over the pulse. - Pitch – high and low sounds. - Tempo – the speed of the music; fast or slow or in-between. - Dynamics – how loud or quiet the music is. - Timbre – all instruments, including voices, have a certain sound quality. - Texture – layers of sound of working together which make music very interesting to listen to. - Structure – every piece of music has a structure. - Notation – the link between sound and symbol. WHOLE SCHOOL SONGS: Power in Me ~ One Moment, One People ~ Believe ~ Refuge ~ Be the Change ~ Price Tag ~ Something inside so strong ~ True Colours ~ Something inside so strong ~ Well Done ~ Wake Up ~ Together	Music teaching and learning throughout the year should always incorporate the four main elements of music: - Playing and Performing - Creating and Composing - Listening and Applying - Responding and Reviewing Although the four elements are interrelated, each term will have a focus. The focus for each term may need to change depending on the availability of the First Access programme. ‘Responding and Reviewing’ will be a feature in each term. Songs will play a fundamental role in the teaching and learning of music throughout every topic. There will also be opportunities for children in every phase to learn to play an instrument. We have a range of percussion instruments. We have sets of recorders, ukuleles, glockenspiels and samba drums in school. We will also aim to have First Access for a 10 week period for each phase. We will look for ways of becoming involved in different music projects offered to us through the Music Service Trust and the Music Hub. *In Autumn Term 2 the whole school will focus on preparing for the Christmas Celebrations and Performances. This will focus on the quality of singing and performing. *In Summer Term 2 there will always be a Music Celebration Festival, where all children will be given the opportunity to share their musical talents, through singing or playing an instrument. *The children will listen to a range of musical genres/styles as they enter and leave assembly. This musical style will be displayed for the children and the composer/musician will be shared. *We use Sing Up (SU) as our main resource, providing a wealth of songs and resources to support the teaching of music. There is a resources folder on the staff server with other supportive resources. *Key songs for each topic are in bold. Friday Afternoons - wide selection of songs linked to topic areas – signed videos, warm ups and support https://www.fridayafternoonsmusic.co.uk/songs *Username: lczech@camelford.cornwall.sch.uk Password: camelford BBC Bring the Noise (EYFS and KS1) https://www.bbc.co.uk/teach/bring-the-noise IMS Trust - Amazing CPD resource – exploring ‘singing/vocal work’, ‘using musical instruments’ and ‘composing’ https://ismtrust.org/resources/primary-toolkit

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	Music Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 1 and 2 (A)	Autumn 1 (10 weeks)	Pirates – ‘Land A’hoy!’	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	PLAYING AND PERFORMING Use voices in different ways such as speaking, singing and chanting. To create and choose sounds. To think about others when performing. Learn to play tuned and un-tuned instruments. To perform simple rhythmical patterns, beginning to show an awareness of pulse.	With support... See WORKING AT	The child can use their voice in a range of ways for different purposes. The child can experiment in creating and choosing their own sounds. The child can perform (in a group) showing an awareness of others. The child can play simple percussion instruments, beginning to show an awareness of pulse. SUGGESTED SONGS AND IDEAS: The Pirate Ship is Coming (SU) Going over the Sea (SU) Range of warm up songs and activities (SU) Explore the different sounds that can be made with the voice. Explore percussion instruments and the different sounds they make. Playing the Maracas (TES) Add vocal and percussion sounds to ‘The Pirate Ship is Coming’.	Shows deeper understanding of... See WORKING AT	Year 1/2 Key Words Pulse (steady beat) Rhythm and melody Pitch (high/low) Tempo (fast/slow) Dynamics (loud/quiet) Percussion Improvise Compose Perform/performance Audience
Year 1 and 2 (A)	Autumn 2 (3 weeks)	Christmas	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	PLAYING AND PERFORMING Use voices in different ways such as speaking, singing and chanting. To create and choose sounds. To think about others when performing. Learn to play tuned and un-tuned instruments. To perform simple rhythmical patterns, beginning to show an awareness of pulse.	With support... See WORKING AT	The child can use their voice in a range of ways for different purposes. The child can experiment in creating and choosing their own sounds. The child can perform (in a group) showing an awareness of others. The child can play simple percussion instruments, beginning to show an awareness of pulse. SUGGESTED SONGS AND IDEAS: *Songs linked to the Christmas play/performance. Focus on unison singing and performing as a group.	Shows deeper understanding of... See WORKING AT	Year 1/2 Key Words Pulse (steady beat) Rhythm and melody Pitch (high/low) Tempo (fast/slow) Dynamics (loud/quiet) Percussion Improvise Compose Perform/performance Audience
Year 1 and 2 (A)	Spring 1 (5 weeks)	Transport – ‘Away we go, follow me!’	Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically.	CREATING AND COMPOSING To know about and experiment with sounds. To identify and organise sounds using simple criteria e.g. loud, soft, high low. To begin to represent sounds with simple symbols including shapes and marks. To think about and make simple suggestions about	With support... See WORKING AT	The child can experiment and explore with the different sounds percussion instruments can make. The child can begin to recognise, describe and sort these sounds using simple criteria. The child can explore and comment on simple dynamics, such as loud and quiet. The child is beginning to explore and understand the musical term ‘pitch’. The child can make simple suggestions for making improvements. The child can follow simple musical instruction (pitch, dynamics, tempo) and is beginning to understand how symbols/shapes/marks can represent different sounds. SUGGESTED SONGS AND IDEAS: The Transport Song (SU) Going Places (SU) *Composing Made Easy/Bim Bam (TES)	Shows deeper understanding of... See WORKING AT	Year 1/2 Key Words Pulse (steady beat) Rhythm and melody Pitch (high/low) Tempo (fast/slow) Dynamics (loud/quiet) Percussion Improvise Compose Perform/performance

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	Music Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
				what could make their own work better.		‘Journey/Quest’ –composing music to a story		
Year 1 and 2 (A)	Spring 2 (5 weeks)	‘Reduce, Reuse, Recycle’	Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically.	CREATING AND COMPOSING To know about and experiment with sounds. To identify and organise sounds using simple criteria e.g. loud, soft, high low. To begin to represent sounds with simple symbols including shapes and marks. To think about and make simple suggestions about what could make their own work better.	With support... See WORKING AT	The child can experiment and explore with the different sounds percussion instruments can make. The child can begin to recognise, describe and sort these sounds using simple criteria. The child can explore and comment on simple dynamics, such as loud and quiet. The child is beginning to explore and understand the musical term ‘pitch’. The child can make simple suggestions for making improvements. The child can follow simple musical instruction (pitch, dynamics, tempo) and is beginning to understand how symbols/shapes/marks can represent different sounds. SUGGESTED SONGS AND IDEAS: Recycle It! (SU) *Composing song about recycling <i>Reduce, Re-use, Recycle (Jack Johnson)</i>	Shows deeper understanding of... See WORKING AT	Year 1/2 Key Words Pulse (steady beat) Rhythm and melody Pitch (high/low) Tempo (fast/slow) Dynamics (loud/quiet) Percussion Improvise Compose Perform/performance
Year 1 and 2 (A)	Summer 1 (5 weeks)	‘On Our Doorstep’	Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	LISTENING AND APPLYING To begin to identify simple repeated patterns and follow basic musical instructions. To begin to understand that musical elements can be used to create different moods and effects. To talk about how music makes you feel or want to move.	With support... See WORKING AT	The child can listen to music, showing concentration and understanding. The child is beginning to comment on the music, expressing ideas and feelings. The child can identify repeated patterns in music. The child is beginning to understand how music can create different moods and effects. SUGGESTED SONGS AND IDEAS: The Beach Song (SU) MUSIC TO LISTEN TO AND RESPOND: VIVALDI’S FOUR SEASONS Introduction to the orchestra: https://www.classicsforkids.com/music/instruments_orchestra.php	Shows deeper understanding of... See WORKING AT	Year 1/2 Key Words Pulse (steady beat) Rhythm and melody Pitch (high/low) Tempo (fast/slow) Dynamics (loud/quiet) Percussion Improvise Compose Perform/performance Vivaldi ‘Four Seasons’ Orchestra *Different instrument names

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Year 1 and 2 (B)	Autumn 1 (10 weeks)	'London's Burning'	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	PLAYING AND PERFORMING Use voices expressively and creatively. To sing with the sense of shape of the melody. To create and choose sounds for a specific effect. To think about others when performing. Continue to learn to play tuned and un-tuned instruments. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	With support... See WORKING AT	The child can use their voice expressively and creatively in a range of situations, showing a sense of the shape of the melody. The child can create and choose sounds for a specific purpose. The child can confidently perform (in a group) showing an awareness of others. The child can continue to play simple percussion instruments, performing rhythmical patterns and accompaniments, keeping a steady pulse. SUGGESTED SONGS AND IDEAS: Poor Old London Town (You Tube) BBC School Radio Programme – a very detailed scheme to follow, including a range of songs linked to the story of 'The Great Fire of London'. Range of warm up songs and activities (SU) Continue to explore the different sounds that can be made with the voice. Continue to explore percussion instruments and the different sounds they make.	Shows deeper understanding of... See WORKING AT	Year 1/2 Key Words Pulse (steady beat) Rhythm and melody Pitch (high/low) Tempo (fast/slow) Dynamics (loud/quiet) Percussion Improvise Compose Perform/performance Audience
Year 1 and 2 (B)	Autumn 2 (3 weeks)	Christmas	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	PLAYING AND PERFORMING Use voices expressively and creatively. To sing with the sense of shape of the melody. To create and choose sounds for a specific effect. To think about others when performing. Continue to learn to play tuned and un-tuned instruments. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	With support... See WORKING AT	The child can use their voice expressively and creatively in a range of situations, showing a sense of the shape of the melody. The child can create and choose sounds for a specific purpose. The child can confidently perform (in a group) showing an awareness of others. The child can continue to play simple percussion instruments, performing rhythmical patterns and accompaniments, keeping a steady pulse. SUGGESTED SONGS AND IDEAS: *Songs linked to the Christmas play/performance. Focus on unison singing and performing as a group.	Shows deeper understanding of... See WORKING AT	Year 1/2 Key Words Pulse (steady beat) Rhythm and melody Pitch (high/low) Tempo (fast/slow) Dynamics (loud/quiet) Percussion Improvise Compose Perform/performance Audience

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Year 1 and 2 (B)	Spring 1 (5 weeks)	Barnaby Bear's Adventures	Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically.	CREATING AND COMPOSING Repeat short rhythmic and melodic patterns. To begin to explore, choose and order sounds using the inter-related dimensions of music (pulse, pitch, rhythm, dynamics, tempo, timbre, texture and structure). To confidently represent sounds with a range of symbols, shapes or marks. To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	With support... See WORKING AT	The child can use percussion instruments to repeat short rhythmic and melodic patterns. The child can explore, choose and order sounds. The child can continue to explore and understand dynamics. The child can continue to explore and understand 'pitch'. The child is beginning to explore other inter-related dimensions of music, such as pulse, rhythm and tempo. The child continues to follow a wider range of musical instruction (pitch, dynamics, tempo, pulse, rhythm) and can confidently represent sounds with a range of symbols/shapes/marks. SUGGESTED SONGS AND IDEAS: St George and the Dragon - story in a song (TES) UK National Anthems Music from four countries of the UK	Shows deeper understanding of... See WORKING AT	Year 1/2 Key Words Pulse (steady beat) Rhythm and melody Pitch (high/low) Tempo (fast/slow) Dynamics (loud/quiet) Percussion Improvise Compose Perform/performance
Year 1 and 2 (B)	Spring 2 (5 weeks)	'Home, Sweet, Habitat'	Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments musically.	CREATING AND COMPOSING Repeat short rhythmic and melodic patterns. To begin to explore, choose and order sounds using the inter-related dimensions of music (pulse, pitch, rhythm, dynamics, tempo, timbre, texture and structure). To confidently represent sounds with a range of symbols, shapes or marks. To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	With support... See WORKING AT	The child can use percussion instruments to repeat short rhythmic and melodic patterns. The child can explore, choose and order sounds. The child can continue to explore and understand dynamics. The child can continue to explore and understand 'pitch'. The child is beginning to explore other inter-related dimensions of music, such as pulse, rhythm and tempo. The child continues to follow a wider range of musical instruction (pitch, dynamics, tempo, pulse, rhythm) and can confidently represent sounds with a range of symbols/shapes/marks. SUGGESTED SONGS AND IDEAS: 'The Happiness Tree' –composing music to a story	Shows deeper understanding of... See WORKING AT	Year 1/2 Key Words Pulse (steady beat) Rhythm and melody Pitch (high/low) Tempo (fast/slow) Dynamics (loud/quiet) Percussion Improvise Compose Perform/performance

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Year 1 and 2 (B)	Summer 1 (5 weeks)	'Cornwall My Home'	Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	LISTENING AND APPLYING To identify and recognise repeated patterns and follow a wider range of musical instructions. To understand how musical elements create different moods and effects. To respond to different moods in music and explain thinking about changes in sound.	With support... See WORKING AT	The child continues to listen to music, showing concentration and understanding. The child continues to comment on the music, responding to moods and changes in sounds. The child can identify and recognise repeated patterns in music. The child is can understand how music can create different moods and effects. SUGGESTED SONGS AND IDEAS: Cornwall My Home MUSIC TO LISTEN TO AND RESPOND: VIVALDI'S FOUR SEASONS Introduction to the orchestra: https://www.classicsforkids.com/music/instruments_orchestra.php	Shows deeper understanding of... See WORKING AT	Year 1/2 Key Words Pulse (steady beat) Rhythm and melody Pitch (high/low) Tempo (fast/slow) Dynamics (loud/quiet) Percussion Improvise Compose Perform/performance Vivaldi 'Four Seasons' Orchestra *Different instrument names
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National Curriculum 2014 Key Stage 2 Music

National Curriculum 2014 (p197) Key Stage 2

Statutory Learning Intentions - pupils should be taught to:

Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the **inter-related dimensions*** of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

*The Interrelated Dimensions of Music

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality.
- Texture – layers of sound of working together which make music very interesting to listen to.
- Structure – every piece of music has a structure.
- Notation – the link between sound and symbol.

WHOLE SCHOOL SONGS:

Power in Me ~ One Moment, One People ~ Believe ~ Refuge ~ Be the Change ~ Price Tag ~ Something inside so strong ~ True Colours ~ Something inside so strong ~ Well Done ~ Wake Up ~ Together

Music teaching and learning throughout the year should always incorporate the four main elements of music:

- Playing and Performing
- Creating and Composing
- Listening and Applying
- Responding and Reviewing

Although the four elements are interrelated, each term will have a focus.

The focus for each term may need to change depending on the availability of the First Access programme.

‘Responding and Reviewing’ will be a feature in each term.

Songs will play a fundamental role in the teaching and learning of music throughout every topic.

There will also be opportunities for children in every phase to learn to play an instrument. We have a range of percussion instruments. We have sets of recorders, ukuleles, glockenspiels and samba drums in school.

We will also aim to have First Access for a 10 week period for each phase. We will look for ways of becoming involved in different music projects offered to us through the Music Service Trust and the Music Hub.

*We have strong links with the Music Service Trust and will provide opportunities for the children to have individual or group lessons to learn how to play a range of instruments (guitar, piano, keyboard, percussion, saxophone, clarinet).

*In Autumn Term 2 the whole school will focus on preparing for the Christmas Celebrations and Performances. This will focus on the quality of singing and performing.

*In Summer Term 2 there will always be a Music Celebration Festival, where all children will be given the opportunity to share their musical talents, through singing or playing an instrument.

*The children will listen to a range of musical genres/styles as they enter and leave assembly.

This musical style will be displayed for the children and the composer/musician will be shared.

*We use **Sing Up (SU)** as our main resource, providing a wealth of songs and resources to support the teaching of music. There is a resources folder on the staff server with other supportive resources.

*Key songs for each topic are in **bold**.

**For Key Stage 2, it is imperative that the musical score is displayed and shared with the children so that they can begin to follow/learn to read music.

- **Friday Afternoons** - wide selection of songs linked to topic areas – signed videos, warm ups and support
<https://www.fridayafternoonsmusic.co.uk/songs> *Username: lczech@camelford.cornwall.sch.uk Password: [camelford](#)
- **IMS Trust** - Amazing CPD resource – exploring ‘singing/vocal work’, ‘using musical instruments’ and ‘composing’
<https://ismtrust.org/resources/primary-toolkit>

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	Music Concepts and Progression Statement	Working Towards	Working At	Working Beyond	Vocabulary
Year 3 and 4 (A)	Autumn 1 (10 weeks)	‘Rollin’ Stone Age’	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	PLAYING AND PERFORMING To sing in unison, becoming aware of pitch. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To think about others while performing.	With support... See WORKING AT	The child can sing in unison, showing an awareness of pitch. The child can perform simple rhythmic/musical parts, beginning to vary the pitch with a small range of notes (glockenspiels and recorders). The child continues to confidently perform (in solo and ensemble contexts) showing an awareness of others. SUGGESTED SONGS AND IDEAS: *Warm-ups to focus on vocal exercises and quality of singing (SU). ‘Living in the new Stone Age’ (SU) <i>Add simple rhythmic parts using glockenspiels/recorders.</i> *Use ‘Additional Song resources’ – ‘teaching notes’ for warm up ideas and support for teaching the song **Show the musical score/notation – so children can begin to follow/recognise the music.	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance <u>Year 3/4 Key Words</u> Structure Intro/introduction Verse and chorus Texture Backing vocals Unison and solo Notation Musical style
Year 3 and 4 (A)	Autumn 2 (3 weeks)	Christmas	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	PLAYING AND PERFORMING To sing in unison, becoming aware of pitch. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To think about others while performing.	With support... See WORKING AT	The child can sing in unison, showing an awareness of pitch. The child can perform simple rhythmic/musical parts, beginning to vary the pitch with a small range of notes (glockenspiels and recorders). The child continues to confidently perform (in solo and ensemble contexts) showing an awareness of others. SUGGESTED SONGS AND IDEAS: *Warm-ups to focus on vocal exercises and quality of singing. *Songs linked to the Christmas play/performance. Focus on unison singing and performing as a group.	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance <u>Year 3/4 Key Words</u> Structure Intro/introduction Verse and chorus Texture Backing vocals Unison and solo Notation Musical style

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Year 3 and 4 (A)	Spring 1 (5 weeks)	'It's All Greek to Me'	Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	CREATING AND COMPOSING To create simple rhythmical patterns that use a small range of notes. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. To begin to recognise simple notations to represent music, including pitch and volume. To comment on the effectiveness of own work, identifying and making improvements.	With support... See WORKING AT	The child can create simple rhythms/patterns using a small range of notes (glockenspiels and recorders). The child, as part of a group, is beginning to create music with different layers of sound. The child is beginning to recognise simple notations to represent music – including pitch and dynamics. The child can comment on their own/others work, identifying and making improvements. SUGGESTED SONGS AND IDEAS: Compose another verse for 'Living it up in Greece' – explore simple notation and add percussion instruments. 'Living it up in Greece' (SU) *Use 'Additional Song resources' – 'teaching notes' for warm up ideas and support for teaching the song **Show the musical score/notation – so children can begin to follow/recognise the music **NOTATIONS: G, A, B (extension: C, D) Introduction to notation: https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z3fysrd https://www.classicsforkids.com/games/note_names.php	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance Year 3/4 Key Words Structure Intro/introduction Verse and chorus Texture Backing vocals Unison and solo Notation Musical style
Year 3 and 4 (A)	Summer 2 (5 weeks)	'A Body Full of Bones'	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	LISTENING AND APPLYING To listen with attention and begin to recall sounds. To explore and comment on the ways sounds can be used expressively. To begin to understand how different musical elements are combined and used to create an effect. To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	With support... See WORKING AT	The child can listen with attention and begin to recall sounds. The child is beginning to understand how different musical elements can be combined and used to create different effects. The child is beginning to respond to music from different traditions and great composers and musicians. The child is beginning to develop an understanding of the history of music, starting with music from the Renaissance Period . MUSIC TO LISTEN TO AND RESPOND: HISTORY OF MUISC – Renaissance Music ('Tallis' and 'Bull') https://www.classicsforkids.com/composers/composers_timeline.php <i>Twinkl resources to support</i> SUGGESTED SONGS AND IDEAS: 'Dem Bones' (SU) *Use 'Additional Song resources' – 'teaching notes' for warm up ideas and support for teaching the song **Show the musical score/notation – so children can begin to follow/recognise the music	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance Year 3/4 Key Words Structure Intro/introduction Verse and chorus Texture Backing vocals Unison and solo Notation Musical style Renaissance Music Tallis/Bull Composer Musician
Year 3 and 4 (B)	Autumn 1 (10 weeks)	'Ruthless Romans'	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with	PLAYING AND PERFORMING To sing in unison maintaining the correct pitch and using increasing expression.	With support... See WORKING AT	The child can sing in unison, maintaining the correct pitch and using increasing expression. The child can continue to perform simple rhythmic/musical parts, with an increasing range in pitch (glockenspiels and recorders). The child is beginning to respond and show musical expression by changing dynamics. The child continues to confidently perform (in solo and ensemble contexts) showing an awareness of others.	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose,

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			increasing accuracy, fluency, control and expression.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. To think about others while performing.		SUGGESTED SONGS AND IDEAS: *Warm-ups to focus on vocal exercises and quality of singing (SU). ‘Just like a Roman’, ‘Researching the Romans’, ‘Roman Rap’, ‘Here’s to the Romans’ (SU) <i>Add simple rhythmic parts using glockenspiels/recorders.</i> *Use ‘Additional Song resources’ – ‘teaching notes’ for warm up ideas and support for teaching the song **Show the musical score/notation – so children can begin to follow/recognise the music		perform/performance <u>Year 3/4 Key Words</u> Structure Intro/introduction Verse and chorus Texture Backing vocals Unison and solo Notation Musical style
Year 3 and 4 (B)	Autumn 2 (3 weeks)	Christmas	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	PLAYING AND PERFORMING To sing in unison maintaining the correct pitch and using increasing expression. To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. To think about others while performing.	With support... See WORKING AT	The child can sing in unison, maintaining the correct pitch and using increasing expression. The child can continue to perform simple rhythmic/musical parts, with an increasing range in pitch (glockenspiels and recorders). The child is beginning to respond and show musical expression by changing dynamics. The child continues to confidently perform (in solo and ensemble contexts) showing an awareness of others. SUGGESTED SONGS AND IDEAS: *Warm-ups to focus on vocal exercises and quality of singing. *Songs linked to the Christmas play/performance. Focus on unison singing and performing as a group.	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance <u>Year 3/4 Key Words</u> Structure Intro/introduction Verse and chorus Texture Backing vocals Unison and solo Notation Musical style
Year 3 and 4 (B)	Spring 1 (5 weeks)	‘Mayan Mystery’	Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	CREATING AND COMPOSING To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. To understand and begin to use established musical notations to represent music. To comment on the effectiveness of won work, identifying and making	With support... See WORKING AT	The child can create simple rhythms/patterns using an increasing range of notes (glockenspiels and recorders). The child, as part of a group, continues to create music with different layers of sound, with a focus on dynamics. The child continues to recognise established musical notations to represent music – including pitch and dynamics. The child continues to comment on their own/others work, identifying and making improvements. SUGGESTED SONGS AND IDEAS: Compose another verse for ‘The Maya’ – explore simple notation and add percussion instruments. ‘The Maya’ (SU) *Use ‘Additional Song resources’ – ‘teaching notes’ for warm up ideas and support for teaching the song **Show the musical score/notation – so children can begin to follow/recognise the music **NOTATIONS: G, A, B, C, D (extension: E, F) Introduction to notation:	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance <u>Year 3/4 Key Words</u> Structure Intro/introduction Verse and chorus Texture Backing vocals Unison and solo Notation Musical style

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				improvements based on its intended outcome.		https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z3fysrd https://www.classicsforkids.com/games/note_names.php		
Year 3 and 4 (B)	Summer 1 (5 weeks)	'Brilliant Britain'	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	LISTENING AND APPLYING To listen to and recall patterns of sounds with increasing accuracy. To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	With support... See WORKING AT	The child can listen and recall patterns of sounds with accuracy. The child continues to recognise and understands how sounds can be combined and used expressively. The child continues to respond to music from different traditions and great composers and musicians. The child is beginning to develop an understanding of the history of music, continuing with music from the Baroque Period. MUSIC TO LISTEN TO AND RESPOND: HISTORY OF MUSIC – Baroque Music ('Vivaldi', 'Bach' and 'Handel') https://www.classicsforkids.com/composers/composers_timeline.php <i>Twinkl resources to support</i>	Shows deeper understanding of... See WORKING AT	Year 3/4 Key Words Structure Intro/introduction Verse and chorus Texture Backing vocals Unison and solo Notation Musical style Baroque Music Vivaldi/Bach/Handel Composer Musician

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Year 5 and 6 (A)	Autumn 1 (10 weeks)	‘Rade and Invade!’	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	PLAYING AND PERFORMING To sing in unison with clear diction, controlled pitch and sense of phrase. To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To maintain my own part and be aware how the different parts fit together.	With support... See WORKING AT	The child can sing in unison with clear diction, controlled pitch and a sense of phrase. The child can play and perform in solo and ensemble contexts with accuracy and expression. The child can maintain their own part, while being aware of how the different parts fit together. SUGGESTED SONGS AND IDEAS: *Warm-ups to focus on vocal exercises and quality of singing. ‘Viking Rock’ , ‘Viking Words’, ‘Viking Settlements Song’, ‘Longship Round’, ‘Invade’ (SU) <i>Add simple rhythmic parts using samba drums/glockenspiels/recorders.</i> *Use ‘Additional Song resources’ – ‘teaching notes’ for warm up ideas and support for teaching the song **Show the musical score/notation – so children can begin to follow/recognise the music	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance, structure, intro, verse, chorus, texture, vocals, unison, solo, notation, style <u>Year 5/6 Key Words</u> Diction, phrase Ostinato, riff, bridge Note values Note names Octave Timbre Harmony
Year 5 and 6 (A)	Autumn 2 (3 weeks)	Christmas	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	PLAYING AND PERFORMING To sing in unison with clear diction, controlled pitch and sense of phrase. To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To maintain my own part and be aware how the different parts fit together.	With support... See WORKING AT	The child can sing in unison with clear diction, controlled pitch and a sense of phrase. The child can play and perform in solo and ensemble contexts with accuracy and expression. The child can maintain their own part, while being aware of how the different parts fit together. SUGGESTED SONGS AND IDEAS: *Warm-ups to focus on vocal exercises and quality of singing. *Songs linked to the Christmas play/performance. Focus on unison singing, part singing and solo singing.	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance, structure, intro, verse, chorus, texture, vocals, unison, solo, notation, style <u>Year 5/6 Key Words</u> Diction, phrase Ostinato, riff, bridge Note values Note names Octave Timbre Harmony
Year 5 and 6 (A)	Spring 1 (5 weeks)	‘Extraordinary Egyptians’	Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	CREATING AND COMPOSING To create increasingly complicated rhythmic and melodic phrases within given structures. To recognise and use a range of musical notations including staff notation. To comment on the success of own and others work, suggesting improvements based on intended outcomes.	With support... See WORKING AT	The child can create increasingly complicated rhythmic and melodic phrases (within given structures). The child can recognise and use a range of musical notations including staff notation. The child can reflect and comment on successes and suggest improvements. **MUSIC COMPOSTIION WITH TECHNOLOGY: GARAGE BAND/ABLETON <i>Possible links with secondary school music technology department</i> **NOTATIONS: whole octave (G, A, B, C, D, E, F, G) SUGGESTED SONGS AND IDEAS: ‘Tutankhamun’ , ‘The Mummy Rag’, ‘Two Piles of Stones’ (SU) *Use ‘Additional Song resources’ – ‘teaching notes’ for warm up ideas and support for teaching the song **Show the musical score/notation – so children can begin to follow/recognise the music	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance, structure, intro, verse, chorus, texture, vocals, unison, solo, notation, style <u>Year 5/6 Key Words</u> Diction, phrase Ostinato, riff, bridge Note values Note names Octave Timbre Harmony

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								*Specific words related to Music Technology Programmes (audio, sample, function, loop)
Year 5 and 6 (A)	Summer 1 (5 weeks)	‘Backpackers’	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	LISTENING AND APPLYING To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and how music can reflect different meanings. To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. To describe, compare and evaluate different types of music beginning to use musical words.	With support... See WORKING AT	The child can listen and recall a range of sounds and patterns confidently. The child is beginning to identify the relationship between how music/sounds can reflect different meanings. The child continues to respond to music from different traditions and great composers and musicians, exploring and discussing the differences and the way in which music may have changed over time. The child is beginning to use musical terms/words to describe, compare and evaluate different types of music. The child is developing an understanding of the history of music, continuing with music from the Classical/Romantic Period. MUSIC TO LISTEN TO AND RESPOND: HISTORY OF MUSIC – Classical Music (‘Haydn’, ‘Mozart’ and ‘Beethoven’) and Romantic Music (‘Brahms’, ‘Chopin’ and ‘Tchaikovsky’) https://www.classicsforkids.com/composers/composers_timeline.php <i>Twinkl resources to support</i>	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance, structure, intro, verse, chorus, texture, vocals, unison, solo, notation, style <u>Year 5/6 Key Words</u> Diction, phrase Ostinato, riff, bridge Note values Note names Timbre Harmony Classical Music Haydn/Mozart Beethoven Romantic Music Brahms/Chopin Tchaikovsky Composer/Musician
Year 5 and 6 (B)	Autumn 1 (10 weeks)	‘Put that light out!’	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	PLAYING AND PERFORMING To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. To play and perform with accuracy, fluency, control and expression. To think about the audience when performing and how to create a specific effect.	With support... See WORKING AT	The child can sing in solo, unison and in parts with clear diction, controlled pitch and a sense of phrase. The child can play and perform with accuracy, fluency, control and expression. The child has an awareness of the audience when performing and knows how to create specific effects. SUGGESTED SONGS AND IDEAS: ‘Refuge’ (SU) *Use ‘Additional Song resources’ – ‘teaching notes’ for warm up ideas and support for teaching the song **Show the musical score/notation – so children can begin to follow/recognise the music Second World War - War time songs Spoken Word Performance – ‘Our Wall’ by William Walker	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance, structure, intro, verse, chorus, texture, vocals, unison, solo, notation, style <u>Year 5/6 Key Words</u> Diction, phrase Ostinato, riff, bridge Note values Note names Octave Timbre Harmony
Year 5 and 6 (B)	Autumn 2 (3 weeks)	Christmas	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with	PLAYING AND PERFORMING To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.	With support... See WORKING AT	The child can sing in solo, unison and in parts with clear diction, controlled pitch and a sense of phrase. The child can play and perform with accuracy, fluency, control and expression. The child has an awareness of the audience when performing and knows how to create specific effects.	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance,

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			increasing accuracy, fluency, control and expression.	To play and perform with accuracy, fluency, control and expression. To think about the audience when performing and how to create a specific effect.		SUGGESTED SONGS AND IDEAS: *Warm-ups to focus on vocal exercises and quality of singing. *Songs linked to the Christmas play/performance. Focus on unison singing and performing as a group.		structure, intro, verse, chorus, texture, vocals, unison, solo, notation, style <u>Year 5/6 Key Words</u> Diction, phrase Ostinato, riff, bridge Note values Note names Octave Timbre Harmony
Year 5 and 6 (B)	Spring 2 (5 weeks)	‘One Planet, One Chance’	Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	CREATING AND COMPOSING To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. To recognise and use a range of musical notations including staff notation to plan, revise and refine musical material. To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	With support... See WORKING AT	The child can create and improvise melodic and rhythmic phrases as part of a group. The child can compose by developing ideas within a range of given musical structures. The child can confidently recognise and use a range of musical notations including staff notation. The child can continue to reflect and comment on successes and suggest improvements. Use Sing Up Year 5 Compose 1: Songwriting Listen to and identify the structure of songs pupils are currently familiar with. Listen to and analyse song lyrics to appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the songwriting process. Improve and experiment with pitch and rhythm to create a strong hook. Have the opportunity to ‘doodle’ with songs. Compose and create fragments of songs that can develop into fully fledged songs.	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance, structure, intro, verse, chorus, texture, vocals, unison, solo, notation, style <u>Year 5/6 Key Words</u> *verse, chorus, bridge, hook, texture, metaphor Diction, phrase Ostinato, riff, bridge Note values Note names Octave Timbre Harmony *Specific words related to Music Technology Programmes (audio, sample, function, loop)
Year 5 and 6 (B)	Summer 1 (5 weeks)	‘Extreme World’	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.	LISTENING AND APPLYING To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore the relationship between sounds and how music can reflect different meanings. To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.	With support... See WORKING AT	The child can listen to, internalise and recall a range of sounds and patterns with accuracy and confidence. The child can confidently identify the relationship between how music/sounds can reflect different meanings. The child continues to respond to music from different traditions and great composers and musicians, exploring how venue, occasion and purpose effects the way that music is created and performed. The child can use musical terms/words to describe, compare and evaluate different types of music. The child is developing an understanding of the history of music, continuing with music from the Modern and Contemporary Periods. MUSIC TO LISTEN TO AND RESPOND: HISTORY OF MUISC – Modern Music (‘Bernstein’) and Contemporary Music (range/children to research and choose). *Explore different musical styles of the 20 th Century https://www.classicsforkids.com/composers/composers_timeline.php	Shows deeper understanding of... See WORKING AT	Words they should already know Pulse, rhythm, melody, pitch, tempo, dynamics, percussion, improvise, compose, perform/performance, structure, intro, verse, chorus, texture, vocals, unison, solo, notation, style <u>Year 5/6 Key Words</u> Diction, phrase Ostinato, riff, bridge Note values Note names Timbre Harmony Modern Music Bernstein

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				To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.		<i>Twinkl resources to support</i>		Contemporary/20th Century Music Composer/Musician Musical Styles: Jazz, Big Band, Swing, Soul, Rock n Roll, Pop, Funk, Disco, Hip Hop, Indie, RnB, Metal, Rock
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